

Elm Court School

Special Educational Needs Policy



Section 1: Principles

Basic Information about the School's Special Education Provision

Elm Court School's aims in relation to learning are:-

- To provide a wide, balanced and relevant range of learning opportunities in a creative and practical learning environment
- To provide all students with a chance to achieve his/her full potential through a focus on attainment, developing citizenship and life skills
- To ensure that all students are included and enjoy their learning experiences.

The Objectives of the Interim Executive Board (IEB) in making provision for pupils with Special Education Needs:

At Elm Court School we only admit students with a "Statement" of Special Educational Need or with a "Statement" pending by special arrangement with the Local Authority concerned.

Objectives

- To prepare an Individual Education Plan designed to help the student progress towards managing his or her challenges as identified through the "Statement" and the assessment of the school's staff
- To assess the suitability of this placement within nine months of the student's arrival in Elm Court
- To do all that can be done within the limitation imposed by the school's resources and their use in meeting the needs of all students within the school to provide close support for the student.

At Elm Court School, we:

Are here for students who experience

- Significantly greater difficulties in their ability to learn than those many individuals of the same age.
- Difficulties with expressive and receptive language including those on the ASD spectrum.
- Social or emotional development that, due to their learning difficulties, is made worse, by peer group pressure in a mainstream setting.
- Difficulty in concentration that is, or would be, made worse by large group sizes.

Cater for students who require

- Pace and style of delivery of the curriculum geared to the learning style of the individual.
- Structured teaching programmes in literacy and numeracy in smaller classes.

Provide

- Detailed record keeping of individual performance in relation to his or her specific programme.
- Close liaison between parents/carers, the school and the student in programme planning and evaluation.
- An inclusion framework able to offer a nurturing whole school response to the challenges faced by the individual.
- Specialist careers and post-16 educational advice.
- Specially supported speech and language programmes, if required.

Section 2: Information regarding the Assessment and Provision for all students with Special Educational Needs

Roles and Responsibilities

Everyone in the School has a positive part to play in the inclusion and education of students with special needs.

Specific roles and responsibilities are detailed below:-

IEB

- To establish a policy which has regard to the SEN Code of Practice.
- To secure appropriate resources for students with Special Educational Needs.

Headteacher

- To take overall responsibility for the management of the Special Educational Needs Policy.

- To address any concerns or complaints about special needs provision.
- To keep the IEB informed about issues related to Special Needs policy and provision.

Headteacher/Deputy Headteacher

- To oversee the School's Special Educational Needs Policy.
- To advise teachers on how to help students meet planned learning or behavioural objectives.
- To co-ordinate provision for students with Special Educational Needs.
- To oversee the deployment of Teaching Assistants (day to day this is delegated to the Inclusion Co-ordinators).
- To ensure that there is a variety of means of recording evidence of achievement and attainment and in particular positive recognition of Achievement.
- To ensure that targets are reviewed, set and agreed annually with students and, where possible, the parents or carers of the student.
- To oversee the production of IEPs.
- To work in partnership with parents and carers of students with Special Educational Needs.
- To contribute to the training of staff and IEB members.
- To work in partnership with outside agencies, especially the Educational Psychology Service.
- To co-ordinate cross-phase transfer of students with Special Educational Needs.

Teaching Staff

- To plan what each student should learn and to set targets for students with regard to IEPs.
- To supervise staff involved in supporting students they teach.
- To assess and record learning progress.
- To plan learning objectives and structure the curriculum to help students with Special Educational Needs to achieve their full potential.

Tutors

- To work in conjunction with staff, students and parents in monitoring targets.

Students

- (As far as possible) To express concerns and discuss how their needs can be met.
- To work with Tutors and support staff whilst striving to the best of their ability to achieve their targets.
- To treat their peers with respect.

Parents/Carers

- To work in partnership with the School in helping to meet their child's needs through discussion and negotiated target setting.

Information

All students have access to a broad and balanced curriculum, which includes the National Curriculum, modified to meet their needs. Students are only withdrawn from aspects of the curriculum when it is clear that the aspect cannot be assessed. This is only done after a period of consultation designed to establish whether or not there is an alternative that allows continued access.

The needs of the students are identified from the "Statement" in the first instance, together with the appropriate records received when the student comes to the school. These needs are reviewed at least annually, with targets being set to help the student to overcome or manage his or her challenges.

On entry into Year 7 all students are assessed in all subjects and subject National Curriculum targets set; together with KS2 results. This will result in the school having an up-to-date profile on each student. The extent to which the targets are met for each student is the main success criteria devised to date. These become clear from the analysis of the Annual Review Report. Staff are appointed to carry out specific activities which are reviewed annually to see that the needs of the students are being met and that the member of staff is deployed within the context of the School Development Plan to work to his or her own strengths in supporting the students.

Copies of individual education plans are forwarded to subject staff and parents along with other information and documentation as required. Records of Annual Review meetings are kept in the individual students file centrally and on the school network.

Allocation of Resources

Staffing

Support from Teaching Assistants is provided in the form of generally at least one assistant to each Tutor Group from Years 7-11. In individual cases additional support may be provided in-class or by means of a customised timetable.

All students have access to informal support provision offered before school, break, lunch-time and after school from all staff but in particular where there are extra curricular activities.

Money for books and equipment are distributed on a subject and team basis. It is then up to budget holders to plan as to how the money is allocated. Provision is made to support all aspects of the National Curriculum. All students are encouraged and have access to educational visits. Additionally, we aim to provide at least one opportunity for a student to go on a school journey whilst at Elm Court School.

Accessibility

We aim to organise classrooms to facilitate access for disabled students. Currently a maximum of 13 students are present in any class, allowing for individualised seating arrangements. Individual needs of students with physical impairment regarding accessing lessons are discussed by a multi-disciplinary meeting framework and a plan to meet needs effected, utilising support from other professionals where appropriate.

Students' statements are scrutinised to ensure that advice regarding support for disabled students is implemented. This includes allowing for additional time required by some students to use equipment in practical work, changing for physical activities and in classroom activities such as writing. Students who require additional time, a reader or scribe in examinations will be assessed and requests for access arrangements made to the examination boards.

Information is provided in simple language, symbols and large print for students and prospective students who may have difficulties with standard forms of printed information.

All students regardless of impairment have the opportunity to participate in school journeys and off-site visits. Pre-visits and risk assessments ensure appropriateness of venues.

Information regarding specific needs of students with disabilities and impairments are shared with appropriate staff. Staff seek to remove all barriers to learning and participation by developing individual targets, using appropriate teaching strategies and understanding students' preferred learning styles. Lesson Plans outline planned differentiation to meet the needs of the full range of abilities and impairments of the class. Training is available to staff to maximise awareness of disability issues.

Wheelchair access to the ground floors is provided although the ramps are quite steep. Currently access to the upstairs areas is via lifts. There are toilets and showers for disabled students.

Pathways around the school site are clear and all classrooms are numbered. Visual and written signage is in place.

A parking area is sectioned off from the main school site. Security gates ensure that no student is able to leave the site and no person enters unless

authorised to do so by the school office via the school security intercom. All staff and students are aware of evacuation procedures via regular evacuation practise and evacuation information posted in all classrooms.

ICT resources throughout the school have been developed to maximise access. There is appropriate lighting, both natural and artificial, in all teaching areas, with shading available to reduce glare. Classroom furniture and equipment is managed to facilitate reduction of background noise.

Section 3: SEN Staffing Policy Partnership with Parents/Carers and Outside Agencies

Staff development requirements are identified through the School Development Plan and Performance Management taking into account the limitations of the school's financial resources. Links are maintained with Health, Social Care, Lambeth Local Authority, other Local Authorities and services in order to support the needs of the students.

Partnership with Parents/Carers

Elm Court School values working in partnership with all parents/carers. We will seek to involve parents/carers in all decisions about their children. The views of parents/carers will be sought at Annual Reviews and at other meetings when discussing progress, achievement and provision etc.

All communications involving decisions will be recorded. We aim to get to know the parents/carers of students and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with their child at home. We must take their views seriously.

Together parents/carers and teachers can build a far more complete picture of a student and his/her needs that can be done separately. Working together more than doubles the effect of working apart. We recognise that the failure of parents/carers to participate in this partnership does not indicate lack of interest or willingness.

Our careful and sensitive handling of matters concerned with special educational needs will benefit all parents. We will do our best to ensure that parents/carers are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of the child.

Where parents/carers have disabilities, learning difficulties or English as an additional language, we seek to use appropriate means of communication to convey information and engage them in discussions concerning their children. We are investigating the use of the Elm Court Website to enhance communication with parents/carers as well as aural and visual means of

communication. We have access to an interpreting and translation service if required.

Educational Links

Elm Court School has a focus on developing liaison with feeder primary schools. There is an organised programme of visits to facilitate continuity of care. There is also a current focus on extending our secondary transfer induction programme.

Link opportunities are being developed with a mainstream school to enhance the curriculum for students at Elm Court and provide additional opportunities. Similarly links are being developed with mainstream schools to provide opportunities for their students to access aspects of the provision at Elm Court School.

The school provides all Year 10 and 11 students with an off-site experience for one day per week to follow accredited vocational programmes and prepare them for college post 16.

The Deputy Headteacher will attend (where possible) the Annual Reviews/Transitional Reviews of those students transferring to Elm Court.